C
B863Zpe
1896/97

School of Pedagogy

UNIVERSITY OF BUFFALO.

CATALOGUE...

1896-97.

JUL 5 1960

Form to accompany each serial volume sent to Binding Department

C B863zpa 1896/97 Call no.	Missing items: pam bind

Volume has been collated	Volume is complete
Missing items ordered but not available	
No report on missing items received by Acquisition	
Missing items not ordered because their availability or importance doubtful	

Signed: 3

Dept. or Library:

BOOKSTACK

L206—F

SCHOOL OF PEDAGOGY.

UNIVERSITY OF BUFFALO

FEB 25 1897

CATALOGUE

1896-97.

BUFFALO:
A. T. BROWN PRINTING HOUSE.
1896.

Council of the University.

HON. JAMES O. PUTNAM . . . . . *Chancellor.*
WILSON S. BISSELL . . . . . *Vice-Chancellor.*
FRANK M. HOLLISTER . . . . . *Secretary.*

EDWIN T. EVANS,
JOHN C. GRAVES,
GEORGE GORHAM,
GEORGE S. HAZARD,
ROBERT KEATING,
MATTHEW D MANN,
ROSWELL PARK,
LAWRENCE D. RUMSEY,
SHERMAN S. ROGERS,
ELBRIDGE G. SPAULDING,
EDMUND HAYES,
JOHN J. ALBRIGHT.

CHARLES CARY . . . . . *Member Elect from the Medical Faculty.*
WILLIS S. GREGORY . . *Member Elect from the Pharmaceutical Faculty.*
SPENCER CLINTON . . . *Member Elect from the Law Faculty.*
WM. C. BARRETT . . . . *Member Elect from the Dental Faculty.*
BRYANT B. GLENNY . . *Member Elect from the School of Pedagogy.*
HON. E. B. JEWETT . . . *Mayor of Buffalo.*

Board of Trustees of the School of Pedagogy.

WILLIAM A. ROGERS . . . . . PRESIDENT.
WM. H. GRATWICK . . . . . VICE-PRESIDENT.
WM. A. DOUGLAS . . . . . SECRETARY.
P. H. GRIFFIN . . . . . TREASURER.
BRYANT B. GLENNY . . . . . MEMBER OF COUNCIL OF UNIVERSITY.

IDA C. BENDER, M. D.,
NICHOLAS MURRAY BUTLER,
HENRY P. EMERSON,
HERBERT G. LORD,
JOHN J. McWILLIAMS,
FRANK M. McMURRY,
WM. L. MARCY,
MRS. HERMAN MYNTER.

Faculty of School of Pedagogy.

FRANK M. MCMURRY, Ph. D. . . . . *Professor of Pedagogics and Dean of the Faculty*

Student at Ann Arbor, Mich., 1881–82; Principal of Schools in Illinois, 1883–86; Student at Universities of Halle on the Saale, and Jena, 1886–89; Ph. D., Jena, 1889; Principal of Grammar School, Chicago, 1889–90; Professor of Pedagogics and Training Teacher in State Normal School, Normal, Ill., 1891–92; Student at Geneva, Switzerland, and at Paris, 1892–93; Professor of Pedagogy in the University of Illinois, 1893–94; Principal of Franklin School, Buffalo, 1894–95; Professor of Pedagogy, University of Buffalo, 1895.

HERBERT GARDINER LORD, A. B. . . . . *Professor of Philosophy*

A. B., Amherst, 1871; Tutor, Knox College, Galesburg, Ill., 1871–72; Principal of High School, Holliston, Mass., 1872; Graduate of Union Theological Seminary, New York, 1877; Lecturer on English Literature and on History, 1885–95; Professor of Philosophy, University of Buffalo, 1895.

M. V. O'SHEA, B. L. . . . *Professor of Psychology and Child-Study*

Teacher in Public Schools, LeRoy and Pavilion, N. Y., 1886–89; B. L., Cornell, 1892; Professor of Psychology, Ethics, Pedagogy, and Director of Practice School, State Normal School, Mankato, Minn., 1892–95; Professor of Psychology and Child-Study, University of Buffalo, 1895.

WOODS HUTCHINSON, A. M., M. D. . . . . *Professor of Science*

A. B., Penn College, Iowa, 1880; A. M., 1883; M. D., University of Michigan, Ann Arbor, 1884; Lecturer upon Hygiene and Physiology, Iowa College of Physicians and Surgeons, 1885–87; Student in Hospitals and Universities of London, Paris and Vienna, 1887–89; Editor *Vis Medicatrix*, 1891–92; Professor of Anatomy and Lecturer on Hygiene, State University of Iowa, 1891–96; Student in Oxford and London Universities, 1893.

IDA C. BENDER, M. D. . . . . *Instructor in Primary Education*

Instructor in Latin and German, Normal School, Buffalo, N. Y., 1878–79; Teacher in Grammar School, No. 14, 1880; Principal, School of Practice, State Normal School, Buffalo, 1885–87; Instructor in Science, Buffalo High School, 1887–92; M. D., University of Buffalo, 1890; Supervisor of Primary Instruction, Public Schools of Buffalo, 1893–95; Instructor in Primary Education, University of Buffalo, 1895.

James Wright Putnam, M. D., *Lecturer on Physiological Psychology*

M. D., University of Buffalo, 1882; Professor of Nervous Diseases, Medical Department, University of Buffalo; Fellow of the American Neurological Association; Lecturer on Physiological Psychology, University of Buffalo, 1895.

Natalie Mankell . . . . . *Instructor in Gymnastics*

Graduate from the School of Gymnastics in the Alexander University of Finland, 1886; Teacher of Gymnastics in Higher School for Girls, Finland, 1886–87; Graduate from the Royal Gymnastic Central Institute, Stockholm, Sweden, 1889; Teacher of Gymnastics in High School, Director of Gymnastic Association of Women, and Superintendent of Medical Gymnastic Institute, Finland, 1889–90; Practitioner of Medical Gymnastics, Buffalo, 1890–95; Instructor in Gymnastics, University of Buffalo, 1895.

Special Lecturers.

J. W. Jenks,

Professor of Practical Politics, Cornell University.

E. J. James,

Director of University Extension Work, University of Chicago.

Frank W. Hinkel, M. D.,

Professor of Laryngology, University of Buffalo.

L. H. Jones,

Superintendent of Schools, Cleveland, Ohio.

James L. Hughes,

Inspector of Schools, Toronto, Canada.

Faculty of Model School.

FRANK M. MCMURRY, Ph. D.,
Principal.

JOHN W. HALL,
Assistant Principal and Instructor in Grammar Department.

MRS. JEAN M. ASHTON,
Instructor in Grammar and Primary Departments.

MISS CORNELIA THOMAS,
Instructor in Primary Department.

MISS EMMA R. HOAG,
Instructor in Connecting Class.

MISS ALICE A. BRISTOL,
Principal of Kindergarten.

MISS ISABELLA LOWING,
First Assistant in Kindergarten.

MISS BESSIE RAMSDELL,
Second Assistant in Kindergarten.

DANIEL UPTON,
Instructor in Manual Training.

_____ _____*
Instructor in Music.

MADAME MARIE DE ZIELINSKA,
Instructor in French.

MRS. NATALIE MANKELL,
Instructor in Gymnastics.

* To be appointed.

University of Buffalo.

The University of Buffalo is numbered amongst the oldest of the professional schools of the state, its charter dating from 1846. The Medical School was the first organized department, and, from the first, it has taken and held a high rank among the institutions of its kind in the country. A new college building, of beautiful design and thoroughly modern equipment, has recently been erected. A large hospital, to which extensive additions are to be made in this and the following years, is at the service of the school.

From time to time there have been added to the original department, Schools of Law, of Dentistry, and of Pharmacy. The attendance upon these has, each year, rapidly increased, until, during the past year, 721 students have studied in the various departments, and 159 have been graduated from them. It is the policy of the University Council and supporters to add other departments, as fast as it becomes practicable. In accordance with this policy, the School of Pedagogy, of which this is the second annual circular, was founded in 1895.

SCHOOL OF PEDAGOGY.

There is a growing conviction that teaching, no less than law and medicine, is a science requiring thorough professional training. On this account, within the last six years, chairs of Pedagogy have been established in many prominent universities of the United States. But there are two very serious defects in their equipment for the proper training of teachers.

First—They usually assign the whole science and art of teaching to a single professor instead of dividing it among the many members of a pedagogical faculty. *Secondly*—They have under their control no school in which the theories advanced may be carefully applied by the professor and the students of Pedagogy. In consequence some of the most important matters pertaining to teaching are omitted from their courses of study, and the ideas upon such as are included receive no laboratory test of their worth. In 1894 the United States Bureau of Education could name only one university in this country that was provided with a well-equipped Practice School, and this, in spite of the fact that teaching is an eminently practical science, and that the absolute necessity of laboratories for the proper study of science is now everywhere acknowledged.

Thus, our facilities for advanced study of educational problems are so few and unpractical that there is not sufficiently awakened among teachers a sense of the need of preparing themselves thoroughly for their profession. And, furthermore, those who feel that need sorely are unable to satisfy it at home and must go abroad for that purpose. There are at the present time many Americans studying Pedagogy in Germany, a large number going to Jena each year for that purpose. But few desiring it are able to study in Europe. And, still further, those who go abroad are compelled to

study in a system entirely foreign to our own, to observe and practice in schools adapted to a different civilization and a different people. On their return they must be confronted with the difficult task of recasting and adapting both knowledge and practice to meet very different conditions. What is needed in America are schools which can do thoroughly for Americans what Prof. Rein, of Jena, is doing partially for Germans.

The University of Buffalo has taken a very important step towards supplying this need by incorporating a School of Pedagogy as one of its departments. As a professional school it ranks on an equality with its other departments of Law, Medicine, Dentistry and Pharmacy. The want of such an institution has been keenly felt for several years by a number of men and women in this city who are deeply interested in education. Regarding our schools as the bulwark of our nation, they have desired to see an institution of the highest order established for the training of teachers. The realization of this desire has finally been made possible through the munificence of a large body of public-spirited citizens. The motive of these men is purely philanthropic, and their character insures the permanent success of the undertaking.

In the establishment of this School it is intended, in the first place, to bring together a number of educational experts who shall constitute a pedagogical faculty that will compare favorably with that of the Wharton School of Political Science at the University of Pennsylvania, or with that of the President White School of Political Science and History at Cornell University. It is intended, in the second place, to provide that faculty with such laboratory facilities as are necessary for the application and testing of their theories and for the pursuit of original investigation. To these ends, seven members of the faculty have already been selected. Other members will be added from time to time. Also, a well-organized and fully-equipped graded school is at the disposal of the faculty for the application of theory. In it students of Pedagogy will have ample opportunity both for teaching under scientific criticism and for the observation of excellent instruction given by regularly employed teachers.

The purpose of this institution is in no sense to duplicate the work of Normal Schools, but to continue and complete the work that they so ably begin. One of the important functions of a Normal School is to engender a thirst for a more exhaustive study of Pedagogy than

a Normal itself can satisfy. The School of Pedagogy is designed to meet the need thus aroused; its object is to train College and Normal graduates and teachers of maturity for positions as teachers in secondary schools, as training teachers, principals, and also superintendents of schools.

LOCATION.

Until a permanent home is provided, the School of Pedagogy occupies the lecture-rooms of the Buffalo Library. The beautiful and commodious building of this library is centrally located on Lafayette Square, where it can be easily reached from all the car lines of the city.

LIBRARY.

The Buffalo Library, with its 81,000 volumes, and the Grosvenor Library, with its 40,000 volumes, give every accommodation possible to the students of the School of Pedagogy. Books are purchased by these libraries with direct reference to the needs of the School. The Buffalo Library, being the home of the School, is especially convenient to the uses of the students.

THE MODEL SCHOOL.

The School of Pedagogy has at its disposal a well-organized and fully-equipped model school. The new building, at No. 146 Park Street, is a model in its arrangements for heating, lighting and ventilation, pure air being forced constantly through the rooms by means of a fan.

Dr. McMurry, while Professor of Pedagogics, is Principal of this school. The Assistant Principal is Mr. John Hall, who, before coming to Buffalo, spent three years in Europe, as a student of teaching. Previous to his study abroad, he was graduated at the State Normal School, at Normal, Ills., and was, for two years, Principal of the Grammar Department of the Model School connected with that Normal.

The model school furnishes students opportunity for observing excellent teaching, as well as for teaching themselves, under the criticism of skilled instructors. Being the place at which the theories advanced by the faculty of pedagogy find their application, it is the rallying point for students, teachers, and faculty alike.

SUCCESS OF THE SCHOOL.

The hopes of the trustees and faculty of the new school have been justified by the results of the first year. The attendance has been much larger than anticipated. Ninety-four students have been enrolled, of whom twelve are graduates of colleges, twenty-three of normal schools, and thirty-six of high schools. A few who do not expect to teach have taken special courses. But eighty of the whole number have been studying with direct reference to teaching, and these already have an average of nearly eight and one-half years of experience in their profession. Many of them have occupied important positions as principals of schools, training teachers, professors in normal schools, etc.

It is evident from these facts that the school is meeting a need felt to be imperative among teachers, and that the students of the first year have been of such maturity as to allow a thorough study of educational problems. Thus the aim with which the school was started is attaining full realization from its beginning.

CLASS 1897.

	Residence.	Graduate From,
Alport, Ruth J.	Buffalo, N. Y.	Buffalo High School,
Becker, Sophia, C.	Buffalo, N. Y.	
Cloud, Agnes D.	Buffalo, N. Y.	Mansfield Normal, Pa.
Davis, Anna I.	Chicago, Ill.	Aurora Normal.
Findlay, Maria E.	Montreal, Canada	Univ. of London, Eng.
Fletcher, Helen C.	Delhi, N. Y.	Delhi Academy, N. Y.
Kempke, Ida L.	Buffalo, N. Y.	Buffalo Normal.
Knell, Louis K.	Buffalo, N. Y.	Buffalo High School.
Quinn, Helen M.	Buffalo, N. Y.	Buffalo High School.
Smith, George E.	Buffalo, N. Y.	Brockport Normal.
Small, Nellie G.	Buffalo, N. Y.	Buffalo High School.
Schlegel, Matilde	East Aurora, N. Y.	
Unholz, Martha M. J.	Buffalo, N. Y.	Buffalo Normal.

SPECIAL STUDENTS.

Professional.

	Residence.	Graduate From,
Ashton, Jean McK.	Buffalo, N. Y.	Springfield, Mass., H. S.
Alberger, Bird P.	Buffalo, N. Y.	Buffalo Normal School.
Bristol, Alice A.	Buffalo, N. Y.	Buffalo Normal School.

	Residence.	Graduate From,
Brown, Elma M.	Buffalo, N. Y.	Buffalo Seminary.
Blake, Margaret	Buffalo, N. Y.	
Bugbee, Adelbert G.	Buffalo, N. Y.	Courtland Normal School.
Bugbee, Orrin C.	Buffalo, N. Y.	Courtland Normal School.
Baker, Ellen D.	Buffalo, N. Y.	Buffalo High School.
Baker, May E.	Cameron, Mo.	Cameron High School.
Bacon, Gertrude M.	Tonawanda, N. Y.	Buffalo Normal School.
Burnside, Bessie	Buffalo, N. Y.	Buffalo Normal School.
Bennett, Bertha Lee	Buffalo, N. Y.	Smith College.
Benson, Carrie	Buffalo, N. Y.	Oswego Normal School.
Crawford, Myrtella A.	Buffalo, N. Y.	Normal University, Illinois.
Carroll, Mary Rose	Buffalo, N. Y.	Mt. St. Vincent, N. Y.
Davies, Annie E.	N. Tonawanda, N.Y.	Buffalo Normal School.
Dunston, Helen L.	Buffalo, N. Y.	Buffalo High School. Buffalo Normal School.
Dunston, Lucy	Buffalo, N. Y.	
Elder, Ella C.	Buffalo, N. Y.	Springfield Training School.
Eggleston, Anna K.	Buffalo, N. Y.	
Finkenstaedt, Sophie	Buffalo, N. Y.	Buffalo High School.
Freeman, Cora	Buffalo, N. Y.	Buffalo High School.
Ferris, Florence	Buffalo, N. Y.	Buffalo High School.
Fisher, Helen M.,	Buffalo, N. Y.	
Gager, Sara A.	Buffalo, N. Y.	Buffalo High School.
Gregory, Frances M.	Buffalo, N. Y.	Buffalo High School.
Hall, John W.	Buffalo, N. Y.	Illinois State Normal.
Hoag, Emma R.	Lockport, N. Y.	Kraus Seminary, N. Y.
Houghton, Frederick	Buffalo, N. Y.	Buffalo High School.
Huson, Edith L.	Buffalo, N. Y.	Buffalo Normal School.
Hirshfield, Elizabeth	Buffalo, N. Y.	Buffalo High School.
Hughey, Eugene G.	Buffalo, N. Y.	Geneseo Normal School.
Johnston, Margaret	Buffalo, N. Y.	
Klipfel, Emma L.	Buffalo, N. Y.	Buffalo High School.
Kenyon, Ada M.	Buffalo, N. Y.	
Little, Ruth E.	Buffalo, N. Y.	Buffalo High School.
Lord, Eliza Hardy	Buffalo, N. Y.	Elmira Female College.
Levy, Cecilia	Buffalo, N. Y.	Buffalo High School.
Lankler, Louise C.	Buffalo, N. Y.	Buffalo High School.
Luetti, Helen L.	Buffalo, N. Y.	Buffalo High School.
Lindsay, Alice F.	Buffalo, N. Y.	Buffalo High School.
Manson, Hattie C.	Buffalo, N. Y.	Buffalo Normal School.
Moyer, Hewson H.	Buffalo, N. Y.	Ottawa Normal School. St. Catherines Col. Inst.
Maycook, Mark L.	Buffalo, N. Y.	Syracuse University.
McCabe, Margaret Bruce	Buffalo, N. Y.	Elmira Female College.

	Residence.	Graduate From,
Ney, Francis H.	Buffalo, N. Y.	Buffalo High School.
Pratt, Cassia E.	Buffalo, N. Y.	Buffalo Normal School.
Procter, Frances E.	Buffalo, N. Y.	Buffalo High School.
Porter, Kate E.	Buffalo, N. Y.	Buffalo High School.
Sprague, William L.	Buffalo, N. Y.	Cornell, 1873.
Small, Lily Lord	Buffalo, N. Y.	
Smith, Ernina S.	Buffalo, N. Y.	Buffalo Normal School.
Scriven, George W.	Buffalo, N. Y.	Buffalo High School.
Schaffer, Laura May	Buffalo, N. Y.	Buffalo High School.
Snow, Clara M.	Hampton, Va.	Fredonia Normal School.
Trant, Amelia Earle	Buffalo, N. Y.	
Vogt, Frederick A.	Buffalo, N. Y.	Buffalo High School.
Wardwell, Mary M.	Buffalo, N. Y.	Cornell.
Whelan, Matilda	Buffalo, N. Y.	
Zingsheim, Alice M.	Buffalo, N. Y.	Buffalo High School.

Non-Professional.

	Residence.	Graduate From,
Adsit, Florence	Buffalo, N. Y.	Buffalo Seminary.
Angell, Lisbeth Gertrude	Buffalo, N. Y.	Wellesley.
Baker, John Henry	Buffalo, N. Y.	
Block, Camille	Buffalo, N. Y.	Buffalo Seminary.
Crockett, Montgomery A.	Buffalo, N Y.	Harvard, 1882.
Coatsworth, Ida M.	Buffalo, N. Y.	Buffalo High School.
Ferguson, Julia Green	Buffalo, N. Y.	Buffalo High School.
Glenny, Charlotte M.	Buffalo, N. Y.	Buffalo Seminary.
Hawley, Mary M.	Buffalo, N. Y.	
Johnson, Mary B.	Buffalo, N. Y.	
McMurry, Elizabeth	Buffalo, N. Y.	
Michael, Cecilia B.	Buffalo, N. Y.	
Norton, Jeanie W.	Buffalo, N. Y.	
Park, Martha P. D.	Buffalo, N. Y.	
Parmelee, Mary E.	Buffalo, N. Y.	
Parmenter, Frances G.	Buffalo, N. Y.	
Snow, Kate L.	Fredonia, N. Y.	
Simons, Grace C.	Buffalo, N. Y.	Smith College.
Stockton, Charles G.	Buffalo, N. Y.	University of Buffalo.
Sidway, Isabel	Buffalo, N. Y.	
Wiener, Cecilia B.	Buffalo, N. Y.	Buffalo High School.

COURSES OF STUDY.

I. General Pedagogy.

This course includes a discussion of the aim of education, the relation of school instruction to that aim, the relative value of studies, the choice of a curriculum, and the relation of studies to one another. In the consideration of these subjects, especial prominence is given to the law of apperception, the idea of culture epochs, the principle of concentration or correlation, and interest.

First Semester—Monday, Wednesday, Friday, 4-5 P. M.
Professor McMurry.

II. Formal Steps of Instruction; or, the General Principles Underlying Method in the Class-room.

In this course it is shown that studies are aiming at generalizations; hence, the interest will center about these. The importance of generalizations and the method of reaching and applying them are topics that are discussed at length. Then follows the application, to special studies, of the general laws of method thus reached. Also, from the point of view of these laws much opportunity offers itself for criticism of school text-books, of the arrangement of subject-matter according to the concentric-circle plan, etc.

Second Semester—Monday, Wednesday, and Friday, 4-5 P. M. Course I. must be taken first. Professor McMurry.

VI. Special Method.

This course deals especially with the method of teaching Arithmetic, Geometry, Language and Writing.

First Semester—Wednesday and Friday, 5-6 P. M. Course I. must be taken first. Professor McMurry.

VII. Special Method.

This course deals with the method of teaching certain common school studies, namely: Literature, History and Geography.

Second Semester—Wednesday and Friday, 5-6 P. M. Course I. must be taken first. Professor McMurry.

III. History of Education.

Besides a study of the ideals of the Greeks and Romans, this course includes a study of the educational movement, from the Renaissance down to the present time. Also, the present systems of schools in Europe, especially in Germany and France are treated, and compared with our own.

First Semester—Monday, Wednesday, and Friday, 11-12 A. M. Courses I. and II. must be taken first. Professor McMurry.

IV. Philosophy of Education.

This course consists, mainly, of a critical study of educational classics. Some of the authors that will be studied and compared are Comenius, Locke, Rousseau, Frœbel, Herbart and Spencer.

Second Semester—Monday, Wednesday, and Friday, 11-12 A.M. Courses I. and II. must be taken first. Professor McMurry.

VIII. Physical Education.

The object of this course is to present the leading thoughts that should guide a teacher in providing physical exercise for children. The topics are treated in the following order: (1) General theories of physical training. (2) The science of exercise. The mechanical laws involved in exercise; the physiological effects, and the educational effects of exercise. (3) The effects of a lack of exercise. (4) The effects of improper exercise. Practical demonstrations accompany all of this work. Practical work and suitable costume therefor required.

First Semester—Time of lectures to be provided for according to convenience of students.

Instructor Natalie Mankell.

IX. Physical Education.

In this course there is first presented an outline of the Swedish system of gymnastics; in particular, those parts of it that are intimately related to the training of children. Then follow outlines of the German, Delsarte, Sargent and Emersonian systems of gymnastics. The final subject is educational gymnastics for American schools, with special reference to the difference in the treatment of Kindergarten children and those of higher grades.

SECOND SEMESTER—Course VIII. must be taken first. Time of lectures to be provided for according to convenience of students.

INSTRUCTOR NATALIE MANKELL.

X. Teaching.

Students are allowed to teach classes of children in any subject desired. Such instruction is under the immediate supervision of the faculty and of competent teachers regularly employed in the Model School. This course must be preceded by Courses I. and II., unless permission to the contrary is given by the faculty. The credits received for this course depend upon the number of recitations held each week. Each recitation period throughout one semester counts as one hour in the School of Pedagogy.

PROFESSOR MCMURRY.

V. Seminar.

The work of the seminar is directly related to the teaching in the Model School. Once a week the students of Pedagogy, the teachers in the Model School, and as many members of the faculty of the School of Pedagogy as possible, meet under the leadership of the Dean for the critical observation of a recitation held by some one of their number. One evening a week is set aside for its criticism. At this meeting the recitation is thoroughly discussed, as to its purpose, the fitness of the subject-matter for the children taught, its relation to other studies and the method employed in teaching it. Other matters pertaining to the Model School are considered; in particular, the program of study in each class for the coming week, the government of the school, the methods of instruction employed, school excursions, reports in child-study, etc. This course, together with Course X., offers the best possible opportunity for testing the relation of theory to practice, and for accustoming a student to active participation in discussion of educational problems. All students who take Course X. are expected to be members of the seminar. This course counts as one hour a week.

XI. Introductory Course in Philosophy.

It is the aim of this course to define and discuss, in the light of recent thought, the nature and the fundamental problems of philosophy. Knowledge, causation, relation, space and time, the conception

of reality and of the self, are some of the questions to be considered.

A text-book is used, but work is not confined to the text. Lectures, discussions and essays are employed.

First Semester—Monday, Wednesday, and Friday, 4-5 P. M.
Professor Lord.

XII. Introduction to the Study of Ethics.

This course concerns itself with the ideas of duty, freedom and the highest good, with the philosophy of rights, with the idea of God, and the relation of morality and religion. The method of study is the same as in Course XI.

Second Semester—Monday, Wednesday, and Friday, 4-5 P. M. Course XI. must be taken first. Professor Lord.

XIII. History of Philosophy.

Some limited portion of the history of philosophy is studied in this course, *e. g.:* German philosophy from Kant to Schopenhauer, or English philosophy from Locke to Herbert Spencer.

First Semester—Tuesday and Thursday, 9-10 A. M. Courses XI. and XII. must be taken first. Professor Lord.

XIV. Philosophy of the State.

In this course the doctrine of the State is historically considered. The aim is to discuss the grounds of political obligation as conceived in the past and as held at the present. [See Course XXIV.]

Second Semester—Tuesday and Thursday, 9-10 A. M. Courses XI. and XII. must be taken first. Professor Lord.

XXIV. The History of Ethics.

In this course the development of the ethical conceptions during some limited period is studied. It is given instead of Course XIV., and, when given, Course XIV. will be omitted.

Professor Lord.

XV. History: The Conflict with Democracy in England, 1760-1832.

This course discusses the two wars of England against America; the French revolutionary wars; the domestic policy of England dur-

ing that time and with reference to their bearing on the growth of Democracy. Special attention is given to the careers of Lord Chatham, Burke, Fox, Pitt, Canning and others. Not only the political movement but the social, the industrial and religious movements, are studied.

First Semester—Tuesday and Thursday, 10-11 A. M.

Professor Lord.

XVI. History: The Development of Democracy in America.

This course is a consideration of the forces that have determined the political, social, industrial and religious history of the United States, especially as embodied in great men.

First Semester—Monday and Thursday, 5-6 P. M.

Professor Lord.

XVII. Literature: The Literary Movement in England from 1760-1832.

The literary ideals and forms at the beginning of the period, the new literary ideals and forms introduced by Wordsworth, Coleridge, and Scott, by Burns, Byron, Shelley, and Keats, are the subjects for treatment in this course.

Second Semester—Tuesday and Thursday, 10-11 A. M. Course XV. must be taken first. Professor Lord.

XVIII. Literature: The Literary Movement in England and America Since 1832.

Certain of the great writers who represent that movement in its different aspects are studied in this course, *e. g.:* Tennyson, Browning, Carlyle or Ruskin, Macaulay, Thackeray, Dickens, Emerson, Lowell, etc., etc.

Second Semester—Second year—Monday and Thursday, 5-6 P. M.

XX. Aims and Methods of Elementary Instruction.

This course covers:

(1) The study of the commonly accepted principles of education, to determine their scope and application in elementary instruction.

(2) Relative value of subjects of instruction, their order, correlation, and adaptation to the child's development.

(3) Development of the power of voluntary attention; interest, as a means of education, as an end in itself. The sequences of a child's interest.

(4) The relation of feeling and emotion to education. Habit, Discipline.

(5) Methods of teaching. Language. Physiological aspects. Pathological phenomena, their significance in education. The child's vocabulary. Picture-writing, drawing; reading and writing. Elementary methods in science and number.

First Semester—Monday, 5-6 P. M.

Instructor Ida C. Bender.

XXI. Aims and Methods of Elementary Instruction.

This course seeks to apply to special subjects the general principles discussed in Course XX.

Second Semester—Monday, 5-6 P. M. Course XX. must be taken first. Instructor Ida C. Bender.

XXII. Organization and Management of Elementary Schools.

In this course the organization, management and administration of elementary schools are studied. Lectures and discussions are supplemented by observation in the School of Practice, and elsewhere. Among the topics considered are, courses of instruction; classification of pupils; programs of study; study and exercise; home study; general exercises; government and discipline; school hygiene; and further working directions relating to the successful conduct of both graded and ungraded schools.

First Semester—Second Year—Tuesday, 5-6 P. M.

Instructor Ida C. Bender.

XXIII. School Supervision.

The demand for specially trained supervisors of school work is constantly increasing. Their importance in securing the best results in city schools is being appreciated. This course includes lectures and conferences for the consideration of the questions connected with the administration of a system of schools. Among these will be: (1) Supervision, aims and general duties involved. (2) Qualifications of supervisors and their relations to teachers, special teachers, school authorities and the public. (3) How to test the value of a teacher's work. (4) Improvement of teachers already employed. (5)

Teachers' meetings, general and special. Subjects of discussion, methods of work.

SECOND SEMESTER—Second Year—Tuesday, 5-6 P. M.

INSTRUCTOR IDA C. BENDER.

XXV. Child-Study.

The aim of this course is to consider carefully: (1) The results of modern child-study so far as they seem to be of value to the teacher. The most important and practical results are tested in the Model School and in the schools of the city so far as this is possible. (2) The methods that have been followed by different investigators, as Preyer, Perez, Barnes, Hall, Russell, etc. Students are expected to make reports upon the experiences of their own childhood along various directions; and original studies are made by each student in the collection and elaboration of data by observations, tests, and measurements.

FIRST SEMESTER—Monday, Wednesday, and Friday, 5-6 P. M.

PROFESSOR O'SHEA.

XXVI. Child-Study.

The aim of this course is to make a systematic study of child-nature, and to elaborate a scheme of child-study adapted to the needs and capacities of the average teacher under the conditions of the ordinary class-room. Tests are made of different methods of child-study by actual work in the Model School and in the schools of the city. Special attention is given to the careful, thorough study of individual children in the Model School, the aim being to acquire skill and accuracy in making out the leading traits of character of different children. Original studies are made in the collection and elaboration of data by observations, tests and measurements, and these have special reference to the problems and conditions of the class-room. It is expected that the Department of Child-Study will be supplied with such apparatus as will enable students to make scientific tests upon individual children.

SECOND SEMESTER—Monday, Wednesday, and Friday, 5-6 P. M.

PROFESSOR O'SHEA.

XXXI. Child-Study.

In 1897 a course will be offered dealing especially with high school and college students, and covering substantially the same topics as are mentioned in Course XXVI.

FIRST SEMESTER—Monday and Friday, 4-5 P. M. Courses XXV. and XXVI. must be taken first. PROFESSOR O'SHEA.

XIX. Physiological Psychology.

This course will include scope and method of Physiological Psychology. Structure of nervous tissue, anatomy and functions of the brain, spinal cord and their nerves. The structure and functions of the special senses. Perception and time reactions.

First Semester—Saturday, 10-11 A. M.
Lecturer James W. Putnam.

XXXII. Physiological Psychology.

This will be a continuation of course XIX. above, and will include a study of the primary psychic factors—feeling, reason and will. Memory, age, sex and temperament. Personality as affected by heredity and environment.

Second Semester—Saturday, 10-11 A. M. Course XIX. must be taken first. Lecturer James W. Putnam.

XXVII. Educational Psychology.

The aim of this course is to discuss thoroughly: (1) The nature, aim, scope and method of Educational Psychology. (2) The influence of physical types, conditions and activities upon the intellect, emotions and will of school children. (3) The influence of heredity, environment, suggestion and imitation upon the intellect and character of school children. (4) Habit, and its bearing upon the work of the school-room. The material of this course of study is gained from: (1) A careful, orderly analysis of the pupil's own experiences. (2) Observation and study of individuals and types of life in the pupil's environment. (3) A study of pupils while engaged in the regular work of the class-room. (4) Systematic descriptive, experimental and physiological psychology and child-study, so far as these offer data bearing upon the work of education.

First Semester—Tuesday and Thursday, 4-5 P. M. Saturday, 9-10 A. M. Professor O'Shea.

XXVIII. Educational Psychology.

The aim of this course is to extend the work of Course XXVII. in making a thorough, systematic study of the learning mind, and of the relation of intellectual training, and of the means of school

government and discipline, to the development of emotional and volitional characteristics and tendencies; that is, to the formation of character. The kinds, nature of and relations between attention, perception, conception, apperception, memory, imagination and reasoning are considered; also, the nature and kinds of emotions and will, and their connections with each other. The relation of the circle of thought to character receives special attention. The psychology of individual and social life in the environment of teacher and pupils is studied, and there is also presented a brief survey of the history of psychological opinion.

SECOND SEMESTER—Tuesday and Thursday, 4-5 P. M. Saturday, 9-10 A. M. PROFESSOR O'SHEA.

XXIX. Educational Psychology.

The aim of this course is to apply in a general way to the material and method of instruction in the elementary school those principles of educational psychology which were established in Courses XXVII. and XXVIII. It is the purpose to estimate the value of the different branches of instruction in the school-room, and to determine how these branches shall be taught, considered both singly and in their relations to each other. There is also discussion of the arrangement of work in each day's program throughout the grades so as to secure the proper sequence of studies, both with a view to connecting those subjects that bear most vital relations to one another, and also to avoid fatigue on the part of the pupil.

FIRST SEMESTER—Wednesday, 4-5 P. M. Courses XXVII. and XXVIII. must be taken first. PROFESSOR O'SHEA.

XXX. Educational Psychology.

The aim of this course is similar to that of Course XXIX., except that the material and method of instruction in the high school and college instead of in the elementary school is considered.

SECOND SEMESTER—Wednesday, 4-5 P. M. Courses XXVII. and XXVIII. must be taken first. PROFESSOR O'SHEA.

XXXIII. Biology: Typical Forms of Life.

In this course common objects are studied with reference to their biologic, chemical, chronological, and economic relations. The

following are some of the topics: The dog, horse, canary, salmon, oyster, earth-worm, ant, etc. Each of them is carefully treated as a type of a large class of animals, and a collection of those facts is made which might well be presented to children in the common schools. These facts are also carefully arranged with reference to teaching.

First Semester—Tuesday, Thursday, 4-5 P. M. Saturday, 9-10 A. M. Professor Hutchinson.

XXXIV. Biology: Typical Forms of Life.

This course is a continuation of the preceding one. The following typical forms are subjects of study: Grass, the apple, potato, moss, a piece of chalk, a lump of coal, etc. As will be seen, the type forms in these two courses are arranged in the order of interest to the child and of the acquirement of knowledge on the part of the race.

Second Semester—Tuesday, Thursday, 4-5 P. M. Saturday, 9-10 A. M. Professor Hutchinson.

XXXV. Anthropology.

This course includes an investigation of the geographical distribution, races and place in nature, of the human species, and then a discussion of the origin and development of language, tools and occupations. Special attention is given to the culture epochs idea; that is, to the parallelism between the development of the race and that of the child.

First Semester—Monday and Wednesday, 10-11 A. M.
Professor Hutchinson.

XXXVI. Anthropology.

This work is a continuation of that in the preceding course. The first topic is the birth and growth of the arts and sciences; of political and social institutions; then follows a careful comparison between the culture epochs of the race and the analagous epochs in the development of the child. The course reveals the order and manner in which the sciences have grown up in the consciousness of the race, and thus valuable suggestions are made as to the order and manner in which they should be taught to children. Numerous illustrations are drawn from the family, social and gregarious instincts and achievements of the lower animals.

Second Semester—Monday and Wednesday, 10-11 A. M.
Professor Hutchinson.

PROGRAM—JUNIOR YEAR—FIRST SEMESTER.

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9–10						Psychology XXVII. Biology XXXIII.
10–11	Anthropology XXXV.	History XV.	Anthropology XXXV.	History XV.		Physiological Psychology XIX.
11–12						
4–5	General Pedagogy I. Philosophy XI.	Psychology XXVII. Biology XXXIII.	General Pedagogy I. Philosophy XI.	Psychology XXVII. Biology XXXIII.	General Pedagogy I. Philosophy XI.	
5–6	Elementary Instruction XX. Child Study XXV.		Child Study XXV.		Child Study XXV.	

PROGRAM—JUNIOR YEAR—SECOND SEMESTER.

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9–10						Psychology XXVIII. Biology XXXIV.
10–11	Anthropology XXXVI.	Literature XVII.	Anthropology XXXVI.	Literature XVII.		Physiological Psychology XXXII.
11–12						
4–5	Formal Steps of Instruction II. Philosophy XII.	Psychology XXVIII. Biology. XXXIV.	Formal Steps of Instruction II. Philosophy XII.	Psychology XXVIII. Biology XXXIV.	Formal Steps of Instruction II. Philosophy XII.	
5–6	Elementary Instruction XXI. Child Study XXVI.		Child Study XXVI.		Child Study XXVI.	

PROGRAM—SENIOR YEAR—FIRST SEMESTER.

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9–10		History of Philosophy XIII.		History of Philosophy XIII.		
10–11						
11–12	History of Education III.		History of Education III.		History of Education III.	
4–5	Child Study XXXI.		Psychology XXIX.		Child Study XXXI.	
5–6	American History XVI.	Elementary Schools XXII.	Special Method VI.	American History XVI.	Special Method VI.	

PROGRAM—SENIOR YEAR—SECOND SEMESTER.

	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9–10		History of Ethics XXIV.		History of Ethics XXIV.		
10–11						
11–12	Philosophy of Education IV.		Philosophy of Education IV.		Philosophy of Education IV.	
4–5			Psychology XXX.			
5–6	Literature XVIII.	School Supervision XXIII.	Special Method VII,	Literature XVIII.	Special Method VII.	

SHORT COURSES.

During the year short courses, consisting of two or three lectures each, will be given by J. W. Jenks, Professor of Practical Politics, Cornell University; E. J. James, Director of University Extension Work, University of Chicago; Frank W. Hinkel, Professor of Laryngology, University of Buffalo; L. H. Jones, Superintendent of Schools, Cleveland, Ohio; and James L. Hughes, Inspector of Schools, Toronto, Canada. These courses will be closely related to subjects under discussion in the regular courses. The subjects and dates of each will be hereafter announced.

ADMISSION.

College graduates, Normal School graduates, graduates of such other schools as are approved by the faculty, and experienced teachers who satisfy the faculty of special merit, may be received as candidates for the diploma of this school. Young men and women who are at least twenty-one years of age, and who can show proof of sufficient maturity, may be allowed, as special students, to take any courses desired, subject to the conditions prescribed in this circular. Certificates will be granted for courses that are satisfactorily completed by such students.

REQUIREMENTS FOR DIPLOMA.

Candidates for a diploma must have received fourteen full credits. Five lectures per week, for one semester, constitute one full credit. Courses I. and II., Course X., to the extent of one credit, Course V. to the extent at least of two-fifths of a credit, Courses XI. and XII., Courses XXVII. and XXVIII., are required of all candidates for graduation. All other courses are optional, much specialization being thus allowed. Aside from the lectures, the teaching, etc., each candidate must prepare a dissertation, embodying the result of original investigation and research, upon some topic previously approved by the faculty. The dissertation is equivalent to three full credits. It must be presented to the faculty, for approval, not later than May 1st of the year of graduation.

REQUIREMENTS FOR DEGREES.

Graduates of colleges may receive degrees under the following conditions:

Bachelor of Pedagogy, upon receipt of the diploma.

Master of Pedagogy, after receipt of the diploma and three years of successful teaching.

Doctor of Pedagogy, after receipt of diploma, three years of successful teaching and a third year of study under the direction of the faculty.

Graduates of State Normal schools may receive degrees under the following conditions:

Bachelor of Pedagogy, after receipt of the diploma and three years of successful teaching.

Master of Pedagogy, after receipt of the diploma, three years of successful teaching, and a third year of study under the direction of the faculty.

Those who are graduates of no institution, or of other institutions than those above named, will be received as candidates for the degree of Bachelor of Pedagogy, or of Master of Pedagogy, provided they can satisfy the faculty that their preparation is fully equivalent to that which graduates of State Normal Schools receive.

The three years of teaching required may take place either before or after the receipt of the diploma.

In all cases the proofs of the success in teaching must be satisfactory to the faculty.

EQUIVALENT WORK.

Those who have taken courses in other institutions of good standing, that are practically equivalent to courses offered in this catalogue, may receive credit for the same on vote of the faculty. Also any person so desiring may receive special examination in any subject upon vote of the faculty.

FEES.

Candidates for a diploma, per year, $100.

Special students, $5.00 a semester for each hour of attendance per week.

Both regular and special students are entitled to free admission to the short courses given by the special lecturers announced in this circular. Other persons will be required to pay a fee of twenty-five cents for a single lecture.

LENGTH OF COURSE.

The course of study necessary for a diploma covers a period of at least two years.

EXPENSES OF LIVING.

Board and lodgings can be obtained from $4.00 a week up. Aid will be given, students desiring it, in procuring suitable and economical boarding places.

REGISTRATION.

Every candidate for admission into the School shall, at the beginning of the scholastic year, file with the Registrar his name in full, his home and city address, and shall then report to the Professor of Pedagogics or Professor of Philosophy for consultation.

Any information in regard to the School may be obtained by addressing the Registrar,

HERBERT G. LORD,
55 Cottage Street, Buffalo, N. Y.

CALENDAR.

1896—Sept.	29, 10-12 A. M.; 3-6 P.M.	Registration.
Sept.	30, 9 A. M.	First semester begins.
Nov.	25, 12 M.	Thanksgiving recess begins.
Nov.	30, 12 M.	Thanksgiving recess ends.
Dec.	23, 6 P. M.	Christmas recess begins.
1897—Jan.	5, 9 A. M.	Christmas recess ends.
Feb.	6, 6 P. M.	First semester ends.
Feb.	8, 9 A. M.	Second semester begins.
Feb.	22,	Washington's birthday.
Mar.	24, 12 M.	Spring recess begins.
April	5, 12 M.	Spring recess ends.
May	1,	Latest date for presenting dissertations.
May	31,	Decoration Day.
June	10,	Commencement Day.

Medical Department.

UNIVERSITY OF BUFFALO.

FACULTY.

EDWARD M. MOORE, M. D.....*Emeritus Professor of Surgery*
WILLIAM H. MASON, A. M., M. D.....*Emeritus Professor of Physiology and Microscopy*
E. V. STODDARD A. M., M. D.....*Emeritus Professor of Materia Medica and Therapeutics*
CHARLES CARY, M. D.....*Professor of Materia Medica, Therapeutics and Clinical Medicine*
MATTHEW D. MANN, A. M., M. D., Dean.....*Professor of Obstetrics and Gynecology*
ROSWELL PARK, A. M., M. D.....*Professor of Principles and Practice of ..... Surgery and Clinical Surgery*
JULIUS POHLMAN, M. D.....*Professor of Physiology*
CHARLES G. STOCKTON, M. D.....*Professor of the Principles and Practice of ..... Medicine and Clinical Medicine*
JOHN PARMENTER, M. D., Secretary.....
.....*Professor of Anatomy and Adjunct Professor of Clinical Surgery*
HERBERT M. HILL, A. M., Ph. D.....*Professor of Chemistry, Toxicology and Physics*
WM. C. PHELPS, M. D.....*Associate Professor and Demonstrator of Anatomy*
DeLANCEY ROCHESTER, A. M., M. D.....*Adjunct Professor of the Principles and ..... Practice of Medicine*
P. W. VAN PEYMA, M. D.....*Adjunct Professor of Obstetrics*
ELI H. LONG, M. D.....*Adjunct Professor of Materia Medica*
HERBERT U. WILLIAMS, M. D.....*Professor of Pathology, Histology and Biology, Director of ..... Pathological Laboratory and Curator of Museum*
FRED B. WILLARD, M. D .....*Assistant Demonstrator of Anatomy*
LOREN H. STAPLES, M. D.....*Prosector to the Chair of Anatomy*

Professors of Special Departments.

LUCIEN HOWE, A. M., M. R. C. S., Eng.....*Clinical Professor of Ophthalmology*
ANSLEY WILCOX, A. B., LL. B.....*Professor of Medical Jurisprudence*
D. W. HARRINGTON, M. D.....*Professor of Venereal Diseases*
HENRY R. HOPKINS, M. D.....*Professor of Hygiene*
BERNARD BARTOW, M. D .....*Clinical Professor of Orthopædic Surgery*
F. WHITEHILL HINKEL, M. D.....*Clinical Professor of Laryngology*
ERNEST WENDE, B. S., M. D.....*Clinical Professor of Dermatology*
W. E. FORD, A. M., M. D., Utica, N. Y.....*Professor of Electro-Therapeutics*
JAMES W. PUTNAM, M. D.....*Clinical Professor of Diseases of the Nervous System*
WM. H. HEATH, M. D.....*Clinical Professor of Genito-Urinary and Venereal Diseases*
WM. C. BARRETT, M. D., D. D. S.....*Professor of Oral Pathology*
FLOYD S. CREGO, M. D.....*Professor of Insanity and Diseases of the Brain*
WILLIS G. GREGORY, Ph. G.....*Director of Pharmacal Laboratory*
FRANKLIN W. BARROWS, A. B., M. D.....*Lecturer on Histology and Biology*
FRANK J. THORNBURY, M. D.....*Lecturer on Bacteriology*

Instructors.

FRED B. WILLARD, M. D.....*Instructor in Anatomy*
ALLEN A. JONES, M. D.....*Instructor in Medicine*
A. L. BENEDICT, A. M., M. D.....*Instructor in Materia Medica and Therapeutics*
M. A. CROCKETT, A. B., M. D.....*Instructor in Obstetrics and Gynecology*
EDWARD J. MEYER, M. D.....*Instructor in Surgery*
ALBERT T. LYTLE, M. D.....*Instructor in Chemistry*
FRANK J. THORNBURY, M. D.....*Instructor in Bacteriology*
DEWITT H. SHERMAN, M. D.....*Instructor in Therapeutics*
FERDINAND G. MOEHLAU, M. D .....*Instructor in Physiology*
J. F. WHITWELL, M. D.....*Instructor in General Pathology*
HARRY C. ROOTH, M. D.....*Instructor in Special Pathology*
E. L. FROST, M. D.....*Instructor in Obstetrics*

Student Assistants.

FRED C. BUSCH, B. S., }
ABRAM T. KERR, B. S., } .....*Assistants in Path. and Hist. Laboratory*

MISS EMMA L. CHAPPELL.....*Registrar*
LOUIS STAFFELDT.....*Janitor*

Clinical Instructors.

General Practice, Drs. Allen A. Jones, Geo. Himmelsbach, A. T. Lytle; *Surgery*, Drs. Edward J. Meyer, J. Franklin Whitwell; *Diseases of Women*, Drs. M. A. Crockett, P. C. Cornell; *Diseases of the Nervous System*, Drs. James W. Putnam, Floyd S. Crego, James A. Gibson; *Diseases of Children*, Drs. Irving M. Snow, Maud J. Frye; *Diseases of the Skin*, Drs. Ernest Wende, Grover Wende; *Diseases of the Nose and Throat*, Drs. Henry J. Mulford, Geo. F. Cott; *Diseases of the Eye and Ear*, Drs. Julius Pohlman, Elmer Star, H. Y. Grant; *Diseases of the Genito-Urinary System*, Drs. Loren H. Staples, F. G. Moehlau; *Obstetrics*, Drs. Chas. A. Clement, Irving W. Potter, H. Mead, Ed. Frost.

The **FIFTY-FIRST REGULAR SESSION** opens September 21, 1896, and continues *thirty weeks*. The lectures will be held in the large, new, three-story building, containing three amphitheatres and rooms for dispensary patients, chemical, pathological, histological and pharmacal laboratories, thoroughly equipped with modern conveniences. Instruction by lectures, recitations, laboratory work, and clinics. Four year graded course. Clinical advantages *unexcelled*.

For further particulars and catalogue address

JOHN PARMENTER, Sec'y.
University of Buffalo, Buffalo, N. Y.

Buffalo College of Pharmacy.

DEPARTMENT OF PHARMACY—UNIVERSITY OF BUFFALO.

FACULTY.

DAVID S. KELLICOTT, Ph. D., F. R. M. S.,
Emeritus Professor of Botany and Microscopy.

ENOCH V. STODDARD, A. M., M. D.,
Emeritus Professor of Materia Medica.

RUDOLPH A. WITTHAUS, A. M., M. D.,
Emeritus Professor of Pharmacal Chemistry and Toxicology.

WILLIS G. GREGORY, M. D., Ph. G.
Professor of Pharmacy and Director of the Pharmacal Laboratory.

ERNEST WENDE, M. D., B. S.,
Professor of Botany and Microscopy.

ELI H. LONG, M.D.,
Professor of Materia Medica.

JOHN R. GRAY, M. D., Ph. G.,
Professor of Pharmacognosy.

HERBERT M. HILL, A.M., Ph. D.,
Professor of General and Analytical Chemistry.

A. L. BENEDICT, A. M., M. D.,
Lecturer on Botany.

JOHN P. MEIDENBAUER, Ph. G.,
Assistant in Chemistry.

S. HOBART DORR, Ph. G.,
Instructor in Microscopy.

CHANCEY H. GRAVES, Ph. G.,
Assistant in Pharmacy.

JOHN G. MEIDENBAUER, M. D., Ph. G ,
Instructor in Pharmacognosy.

SPECIAL LECTURER.

HON. ARTHUR W. HICKMAN,
Lecturer on Pharmacal Jurisprudence.

BOARD OF CURATORS.

THE PRESIDENT OF THE NEW YORK STATE PHARMACEUTICAL ASSOCIATION.
THE PRESIDENT OF THE ERIE COUNTY PHARMACEUTICAL ASSOCIATION.
THE PRESIDENT OF THE ERIE COUNTY BOARD OF PHARMACY.

ROBERT K. SMITHER . . . . . Buffalo, N. Y.
CORNELIUS M. LYMAN . . . . . Buffalo, N. Y.
EDWARD S. DAWSON, JR. . . . . Syracuse, N. Y.
CLAY W. HOLMES . . . . . Elmira, N. Y.
WILLIAM W. HENDERSON . . . . . Jamestown, N. Y.
JOHN P. DIEHL . . . . . Buffalo, N. Y.
CURTIS H. HASKIN . . . . . Rochester, N. Y.

The regular session will open during the third week in October, 1896, and continue until May, 1897.

Laboratory courses in Pharmacy, Chemistry, Microscopy, Pharmacognosy, and Prescription Dispensing, form a part of the curriculum, and are obligatory upon candidates for the degree of Graduate in Pharmacy and Master of Pharmacy.

For Illustrated Annual Announcement and further particulars, address

DR. JOHN R. GRAY, Ph. G., Secretary,
246 Seventh Street, Buffalo, N. Y., or

DR. JOHN G. MEIDENBAUER, Ph. G., Assistant Secretary,
204 High Street, Buffalo, N. Y.

Department of Law.

UNIVERSITY OF BUFFALO.

Ellicott Square, Buffalo, N. Y.

FACULTY OF THE BUFFALO LAW SCHOOL.

HON. CHARLES DANIELS, LL. D.,
[Late Justice of the Supreme Court.]
Dean, and Lecturer on Constitutional Law and Trusts.

HON. ALBION W. TOURGEE, LL. D.,
Lecturer on Legal Ethics.

SPENCER CLINTON,
Lecturer on the Law of Property.

JAMES FRAZER GLUCK,
Lecturer on the Law of Corporations.

JOHN G. MILBURN,
Lecturer on the Law of Powers and Trusts.

ADELBERT MOOT,
Lecturer on the Law of Evidence.

TRACY C. BECKER,
Lecturer on Criminal Law and Procedure, and Medical Jurisprudence.

LEROY PARKER,
Lecturer on Sales.

CHARLES P. NORTON,
Lecturer on the Law of Contracts and Municipal Law, Negotiable Bills and Notes, Practice, and Agency and Partnership.

CARL T. CHESTER,
Lecturer on the Code and the Law of Insurance.

MARTIN CLARK,
Lecturer on Maritime Law,

E. CORNING TOWNSEND,
Secretary and Treasurer, and Lecturer on Domestic Relations, and Marriage and Divorce.

SPECIAL LECTURERS.

HON. LORAN L. LEWIS . . . . . *Lecturer on the Trial of Actions.*
HON. ALLEN D. SCOTT . . . . . *Lecturer on the Law of Liens.*
CHAS. B. WHEELER . *Lecturer on the Law of Manufacturing Corporations.*
E. LEWELLYN PARKER . *Lecturer on the Law of Transmission of Real Estate.*
WILLIAM MACOMBER . . . . . *Lecturer on the Law of Patents.*
MARTIN CLARK . . . . . *Lecturer on Maritime Law.*
HON. EDWARD W. HATCH . . . . . *Lecturer on Proceedings in Court.*
IRVING BROWNE . *Lecturer on the Law of Parol Evidence and Codification.*
FRANK R. PERKINS . . . . . *Lecturer on the Law of Evidence.*
WILLIAM H. HOTCHKISS . . . *Lecturer on the Law of Personal Property.*
GEORGE S. POTTER . . . . . *Lecturer on the Civil Law.*
L. L. LEWIS, JR. . . . . *Lecturer on the Law of Eminent Domain.*
WILLIAM B. HOYT . . . *Lecturer on the Law of Agency and Partnership.*
LOUIS L. BABCOCK . . . . . *Lecturer on the Law of Negligence.*
JAMES L. QUACKENBUSH . . . . . *Lecturer on the Law of Torts.*

The Course of the Buffalo Law School is two years, and affords a practical training in law; fitting the student for immediate work upon graduation.

Fall Session opens September 21, 1896.

Fees, $100 a year, which includes matriculation and graduation fees.

For full particulars address

E. CORNING TOWNSEND, SEC'Y,
37 White Building, Buffalo, N. Y.

Department of Dentistry.

UNIVERSITY OF BUFFALO.

The Faculty of this Institution is organized with the view of giving special attention to practical work; the clinical staff closely following and demonstrating the lectures of the didactic teachers. In Oral Surgery and Surgical Pathology, General Anatomy, Chemistry, Physiology and Physics, the dental students attend the same lectures and are in the same classes with the students of the Medical Department. In addition, the professor of Oral Pathology lectures regularly in the Dental Department, while the other medical professors give special courses.

FACULTY.

University Lecturing Staff.

W. C. BARRETT, M. D., D. D. S..... ...*Professor of Oral Pathology and Dental Practice.*
ROSWELL PARK, A. M., M. D.....*Professor of Oral Surgery and Surgical Pathology.*
H. M. HILL, A. M., Ph. D..... .....*Professor of Chemistry and Physics.*
JOHN PARMENTER, M. D.....*Professor of General and Regional Anatomy.*
JULIUS POHLMAN, M. D..... .....*Professor of Physiology.*
W. C. PHELPS, M. D..... .....*Professor of Osteology and Demonstrator of Dissections.*

Dental Lecturing Staff.

F. E. HOWARD, M. D. S.....*Professor of Operative Dentistry.*
J. EDW. LINE, D. D. S., M. D.....*Professor of Dental Anatomy and Histology.*
GEO. B. SNOW, D. D. S..... .....*Professor of Prosthetic Dentistry.*
WILLETT H. MOSHER, PH. G.....*Professor of Dental Chemistry and Metallurgy.*
E. H. LONG, M. D..... *Professor of Dental Materia Medica and Therapeutics.*
DANIEL H. SQUIRE, D. D. S..... .....*Professor of Regional Anatomy.*

Special Departments.

C. E. FRANCIS, D. D. S., M. D. S... .....*Professor of Operative Dentistry for Children.*
C. F. W. BODECKER, D. D. S., M. D. S .....*Professor of Dental Embryology.*
WILLIAM CARR, M. D., D. D. S..... .....*Professor of Special Surgery.*
F. T. VAN WOERT, M. D. S..... .....*Professor of Dental Surgery.*

Clinical Staff.

A. P. SOUTHWICK, M. D. S .... *Clinical Professor of Operative Technics.*
V. H. JACKSON, M. D., D. D. S..... .....*Clinical Instructor in Orthodontia.*
GEO. L. FIELD, D. D. S..... .....*Instructor in Continuous Gum Work.*
C. E. WETTLAUFER, D. D. S..... .....
CHARLES E. FLAGG, D. D. S..... ..... } *Demonstrators of Operative Dentistry.*
J. W. BEACH, D. D. S..... .....
H. B. MEADE, D. D. S..... .....
S. E. McDOUGALL, D. D. S..... } *Demonstrators of Mechanical Dentistry.*
FRED. E. CLOUD, D. D. S..... .....

Adjunct Staff.

J. W. PUTNAM, M. D..... ....*Lecturer on Special Diseases of the Nervous System.*
A. L. BENEDICT, A. M., M. D.....*Lecturer on Special Diseases of the Digestive Organs.*
TRACY C. BECKER, LL. B..... .....*Lecturer on Dental Jurisprudence.*
GEO. A. HIMMELSBACH, M. D ....*Instructor in General Anatomy.*
F. J. GIESER, D. D. S..... .. ..*Instructor in Dental Chemistry.*
J. J. MADDEN, D. D. S..... *Instructor in Histology and Microscopy.*

The course is a graded one, the Freshman term consisting of seven months, the Junior and Senior terms of six months each.

The members of the Dental Examining Board, of the State of New York, are members of the Board of Curators, and the final examinations are before them, their approval being necessary to the issuing of a diploma.

Fees.

Matriculation Fee	(Annual)	$ 5.00
Lecture Fees	(Annual)	75.00
Dissection Fee	(First Year)	10.00
Chemical Laboratory Fee	(Second Year).....	10.00
Final Examination Fee	(Third Year).....	30.00

For further information address,

DR. A. P. SOUTHWICK, SEC'Y,

No. 11 Niagara Street, Buffalo, N. Y.

3 0112 105611765